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**THE REPORT OF THE BOARD OF EDUCATION OF
MASSACHUSETTS, 1851.**

In our last number we examined the Governor's endorsement of the Report of the Board, which we had not then seen, and which we never should see, probably, if we waited for a copy to be sent to us. If we were blind worshippers of the educational powers that be, as we never were, even in the age of "mutual admiration," such documents would pour in upon us, but we believe in the future rather than in the present perfection of our school system and its administration, and we must be content to labor without present reward, and to wait till the eyes of the community are fairly opened. In the mean time, such good men as have hitherto supported our free school system, and that part of it called a Board of Education, must not hold us to be unfriendly to either of these things, because we see defects or think we see them, and have the honesty to say so, and to propose such remedies as our experience in teaching, and our careful observation of the workings of the system suggest.

In our present remarks upon the Report of the Board, we have nothing in view but the truth, and if the Report of good men stands between us and the truth, we shall be sorry if, in coming at the truth, we are compelled to show that the Report is neither a direct nor safe path to it. It would give us greater pleasure to praise the Report, and to glorify the system, and it would be far more profitable to us in a pecuniary point of view, but we have

never worshipped the Dollar, and our knees seem to be growing stiffer and stiffer every day.

It is evidently the object of the Report to reconcile the people of Massachusetts to the present administration of the school system, by showing that it is flourishing and sufficient for all the wants of the community. In this demonstration, as it no doubt is considered to be, figures are used and statistics given. As not one town in the Commonwealth has preserved the Annual Reports and Abstracts by which the statistics and statements given are to be verified, the statement will no doubt be received as fair and satisfactory; although, to one who possesses the documents, and will take the trouble to examine them, the Report is deceptive, and for all purposes of argument or legislation, nearly worthless. As an instance of this carelessness, the Board say, that the Lexington Normal School was removed to West Newton in May 1844, whereas the deed of the house to which the school was transferred, is dated Aug. 7, 1844, and, after the purchase, very extensive alterations were made in the building, so that, probably, the school was not removed till September. Again, the Board say, "The *building* which this school occupies was the *gift* of the Hon. Josiah Quincy, Jr. This *edifice* was fitted up at an expense of more than \$600 by the inhabitants of West Newton, who have ever felt and manifested a deep interest in the welfare of the Normal School." Then, in a note, the Board say, "This statement, it is hoped, will correct some impressions derived from a passage contained in State Document for 1851, No. 86, page 9." We have not that Document and know not what it stated, but we do know that the citizens of West Newton only contributed about \$450, the Worcester Rail Road Corporation \$150 more, while the whole expense of the alterations, instead of being \$600, was four times that sum, or \$2400, and this was paid by the State! As to the *gift* of the *building* or *edifice*, the Secretary of the Board, in his Eighth Report, says, "The building and grounds needed repair and improvement, and the Board, from its limited funds, could ill afford the necessary outlay. Irreparable injury threatened the school, when, these facts coming to the knowledge of the Hon. Josiah Quincy, Jr., he generously advanced the money for the purchase of the place at West Newton. He directed that a deed should be taken in my name (Horace Mann's) which was accordingly done." In ordinary business language this means, that the money was a *loan* rather than a gift, and the \$2400 may be considered a generous interest on it should the gift be ungiven.

Now, it appears to us that all the statistics given in the Report of the Board, are as loose as this we have just exposed, and a

few considerations will, we think, show this. The Report says, for instance,

"Fourteen years ago (1837-38, the date of the Board's first Report) the amount of money raised by taxation, for the support of schools, was only \$387,124 a year; now (end of 1851) it is almost three times that amount, having, during the last year, increased to upwards of 915,839, a gain of more than half a million."

Well, what does this prove? that the people do three times as much for the Common Schools as they did fourteen years ago? It proves no such thing. In the Report of the Board for 1838, we read, "The amount raised by taxes the current year, for the support of Common Schools, in the towns heard from, (only 294 were heard from,) is \$465,228." On what authority the Board now say it was only \$387,124 we know not. Three times 387,124 is 1,161,372, and we should not call \$915,839 *almost* as much. But the truth appears to be, that \$465,228 was the true amount in 1837, and the amount of taxes in 1851 is less than \$930,456, which is but *twice* that amount.

But the whole comparison is defective, and calculated to mislead, because nothing is said of the difference between 1838 and 1851 in population, property, &c., &c. In 1838, according to the Board's Report, the State valuation was \$208,360,407; in 1851 \$597,936,995, or nearly three times the amount, but, as we have shown, the tax now is not twice that of 1838, and really the State is retrograding in liberality instead of advancing.

Again, in 1838, the number of inhabitants in Massachusetts was less than 700,000; in 1851 it was a little short of a million. 300,000 or $\frac{3}{7}$ being added to the population, it would seem just to expect $\frac{3}{7}$ more schools. In 1838 the number was 2918, to which add $\frac{3}{7}$ and we have 4169, but the whole number in 1851 was only 3987, which is 182 less than the proportionate number, so that the schools are really retrograding.

Next, we are told that "The average length of the schools has advanced from six months and twenty-five days to seven months and fourteen days." This is deceptive. It is true that the time advanced from six months twenty-five days in 1838 to seven months twenty-five days in 1845. It continued at this mark six years, then fell to seven months twelve days in 1850, and was only seven months fourteen days in 1851. What the *average* may be for fourteen years is of less importance than the fact, that the length of the time has been greatly diminished the last two years. We see but slender ground for glorification in this item. Among the items that figure in all the Abstracts, is one giving the number of Private Unincorporated Academies, Private

Schools, and Schools kept to prolong Common Schools. These in 1841 amounted to 1388, but, in 1851, to only 785. Now it does not follow that the number of Select or Private Schools proper, has diminished, but only that the Common Schools are less frequently prolonged, and the burden of supporting such prolongations shifted from the shoulders of individuals, to those of the district. This more than accounts for the slight addition to the length of the school term on which the Board descant so complacently, and abundantly proves that the burden is borne by the right persons, but not that the sphere of education is extended.

Again, the Board say, "The whole number of public school teachers has increased since 1837, from 5961 to 8694, a gain of 2733, or nearly 50 per cent. It will be perceived that the increase of teachers exceeds, in ratio, the increase of schools." Now, if, in 1837, we had 5961 teachers to less than 700,000 inhabitants, in 1851 we ought to have three sevenths more teachers, since the inhabitants have increased three sevenths. 5961 increased by three sevenths is 8516, and the Board say we have 8694, not exactly 1000 more than we ought to have, though 1000 more than we had fourteen years ago! If the number of pupils belonging to the schools, be taken instead of the inhabitants, and this, perhaps, is the more fair way, we find one teacher in 1837, for every $44\frac{2}{3}$ pupils, and now one teacher for every $43\frac{1}{2}$ pupils. And yet, although there is really no difference worth mentioning, the Board use the following strain of glorification. "If our present number of teachers held the old relation to the number of schools, their present force must be reduced from 8694 to 8111; a reduction of 583 teachers, which is equal to 18,592 days, or more than half a century of teaching every year!" The statements prove no such thing, but only show, that, instead of increasing the number of schools as the number of scholars increased, more scholars have been placed in a school, and additional teachers employed.

The proportion of teachers to the average attendance in 1837, is about the same as in 1852, which shows the fact that the average attendance bears about the same proportion to the whole number belonging to the schools in the latter as in the former year, and, of course, that the amount of absence has not been diminished, though the constant theme of the Board and their Secretaries, and the subject of much discussion and some special legislation.

If we could bring ourselves to use the same kind of statements that please the Board, we should say that, in 1839, there were 73 Incorporated Academies in the State, but in 1851 there are only 69; so that instead of increasing, as the schools have done,

they have diminished in number. — So they have, but the 69 in 1851 contain 555 more pupils than the 73 did in 1839.

Another comparison made by the Board to show the advance of the schools, is expressed in these words. "There has been also a very large advance in the amount of money appropriated by our towns, annually, for the education of each child between the ages on which the distribution of the income of our school fund is predicated. Ten years ago (they might have said *three* years ago) these ages were four and sixteen years, now they are five and fifteen. Ten years ago, the number of persons between the ages of four and sixteen was 184,896. The past year (1851) the number of persons between the ages of five and fifteen is 196,536. Difference 11,640. Each child, thus reckoned in the computation of 1841, represented a tax of \$2.59. Each child of the larger number now reckoned, represents a tax of \$4.71." We know not on what data these calculations are founded, but taking the Abstracts and Reports, no arithmetic that we are acquainted with brings the same results. But what if it did? We can hardly conceive of any comparison more absurd. In 1841, the amount of money raised by taxes was divided by the number of children between the ages of four and fifteen years, and produced a certain sum per head. In 1851, the amount then raised was divided by the number of children between five and fifteen years, and produced a certain sum per head. The children four years old and fifteen years old, included in the former account, are not included, nor allowed for, in the latter, but this seems to be exact enough for the Board, and they exult in these words, — "It thus appears that the people of Massachusetts within ten years have nearly doubled their annual appropriation for the education of every scholar in the Common Schools." The truth is, probably, that the earlier rate is about \$2.78, and the later \$3.88, the former being about five sevenths of the latter.

We suppose it is true that the children cost more a head now, than they did ten years ago, and we can readily see where the surplus is expended. If the wages of the 2432 male teachers have increased \$10.85 a month, and those of the 6262 female teachers, \$3.87, the year consisting of about seven and a half months, the \$400,000 difference between the amounts raised by taxation in 1841 and 1851, would be entirely used up. No one can be more heartily glad than we are at this alleviation of the burden of teachers, and we trust the quality of the teaching has been improved by the advance of pay, but so small an increase will not keep teachers in the profession; so small an act of justice is no fit subject for glorification, and the present salaries of district teachers, especially of the female part of them, must be

doubled before we shall throw up our cap with the Board, or say one word in praise of the appropriation. Until School Committees can hold up their heads and say, "We pay like men and we must have men and women for teachers," true teachers will continue to be scarce, and they will have to put up with an inferior article.

In connection with the Board's boast, that "within ten years the appropriation has been nearly doubled," it may be well to cast a glance at the ratio which the tax on every dollar in 1841, when a new valuation was made, bears to that made in 1851. In 1841 the property of the Commonwealth was valued at \$299,057,534, and the tax being \$491,015, the ratio is about 1 mille and 64 hundredths on a dollar. In 1851, the valuation was \$597,936,995, and the tax \$915,839, or 1 mille 53 hundredths on a dollar, a result which does not show any remarkable increase of liberality. The ratio has never been so low as last year, since the Board of Education was created.

This will do for a specimen of the Statistics furnished by the Board of Education. Any one, who will take the trouble to examine our remarks, will, we think, come to the conclusion at which we arrived ten years ago, that the Statistics, and especially the conclusions drawn from them, are not to be relied on, and it is high time that the public knew the real state of the matter, the true condition and prospects of the system and of the schools. Is there no man in the Legislature who can understand this greatest interest of the State, and look after it?

It is not customary for editors to notice any work until they receive a copy. That we are using is borrowed. If we have overstepped the modesty of our craft, we hope to be forgiven. We may earn a copy in continuing our Review.

FREE SCHOOLS IN LOWER CANADA.

We have known, for several years, that Upper Canada had a prosperous system of free schools, and in a late number of this Journal we alluded to an alarm, which we hope is not well founded, that the Roman Catholics were throwing obstacles in the way of the free operation of those schools; but we were taken by surprise on receiving from Dr. J. B. Meilleur, who holds an office not unlike that of the Secretary of our Board of Education, an elaborate Report on Education in Lower Canada, with Statistical Tables for the year 1849-50, printed by order of the Legislative

Assembly. We have not seen the School Act establishing the system of public education, and, therefore, do not fully understand all the terms used in the Report. We do understand enough, however, to lead us to believe, that the system has met with considerable opposition, but that, through the energy of the Secretary, the firmness of the government, and the success of the schools, the good work is advancing, and will finally have complete success. The school year ends with June, and the Report before us, the only one that has yet been made, comes up to June 31, 1850. Much, no doubt, has been accomplished since that time, but, even then, 1,845 Commissioners' Schools had been established, and 84 Dissident Schools, containing, in the aggregate, 73,643 pupils, which must be considered a large proportion, considering the number of inhabitants, (about 790,000,) their scattered condition, and entire unacquaintance with Free School Systems. The Secretary seems to be more anxious to be in the schools than in the closet, and his Report is a record of his labors, or the result of them, in the scattered Municipalities, as he calls the Districts, rather than a display of his theories of discipline and instruction.

We were so interested in the Report and in the enterprise, that we wrote to a gentleman well acquainted with the subject, for further information, and the following is a translation of his very interesting reply.

"DEAR SIR,—Since 1844, Lower Canada has had a system of education nearly resembling those of the New England States. The schools are supported partly by a public fund and partly by a tax on property. The Legislature of Canada annually appropriates from 200 to 400 thousand dollars to be distributed in proportion to population among the School Districts of Upper and Lower Canada, on condition that the inhabitants of each district tax themselves to an amount equal to that received from Government. Each district chooses five School Commissioners whose duties are nearly the same as those of your School Committees. Appraisers and Collectors are also chosen by the inhabitants. All the real estate included in the district is taxed according to its valuation; all persons, whether they have children or not, con-

tribute to the support of the schools ; and all the children, whether rich or poor, are admitted on equal footing.

"At the last session but one of the Legislature, it set apart 100,000 acres of public lands, the interest of whose proceeds is to be applied to the support of public schools. We have no Normal School, as they have in Upper Canada, but the Legislature, at the last session, appropriated £1500 for the support of a Normal School, which will probably soon be established.

"The schools are not under the control of any religious establishment, but are, in this respect, very much like yours. The clergy are on the same footing as other citizens. They may be School Commissioners, and they generally form a part of each Commission, but all the influence they can exert is a moral one, and I can assure you that, so far, it has been exerted in favor of the good cause. Among the clergy are some priests of the old school, attached to old customs, as old men are apt to be, but, as a body, the clergy have given their support to the school law. There has been some resistance in two or three places, and even a few riots, but the instigators were country demagogues seeking popularity by advising the farmers not to pay the tax. If the Catholic clergy had exercised a sectarian control, the Protestant press, which is numerous and respectable, and exerts a great influence on the Government, would not have failed to utter a loud complaint, and the Legislature would have applied a remedy. In fact our school law is moulded on those of the several States of your Union.

"I ought to add, however, that the Catholic clergy of Lower Canada have nine or ten seminaries or colleges, in which the ancient languages, belles-lettres, natural and moral philosophy are taught in a course of about eight years, if the pupil on entering only knows how to read and write. These institutions have been founded by bishops or priests, but they have no exclusive privileges. They have been encouraged by the citizens, and by the government, because they are doing a great deal of good. The price of board and tuition is only 60 dollars for a year of ten and a half months. Our professional and scientific men were all educated at these seminaries, and they are not inferior to their brethren of any other region. What the Canadian French want is a practical or business education, but in this we have made some progress of late. You may think that I am prejudiced in favor of the clergy, but what I have said is my honest conviction ; and, at any rate, you may rely upon it, that, if the clergy exercise any control over the public schools, it is not by virtue of the law, and this control forms no part of the system of education."

“IF HE GIVETH QUIET, WHO CAN MAKE TROUBLE?”

ANONYMOUS.

Quiet from God! how beautiful to keep
This treasure the All-Merciful hath given;
To feel, when we awake and when we sleep,
Its incense round us, like a breath from Heaven!—

To sojourn in the world, and yet apart;
To dwell with God, and still with man to feel;
To bear about forever in the heart
The gladness which his spirit doth reveal!—

Who shall make trouble then? Not evil minds,
Which like a shadow o'er creation lower;
The soul which peace hath thus attuned finds
How strong within doth reign the Calmer's power.

What shall make trouble? Not the holy thought
Of the departed; that will be a part
Of those undying things His peace hath wrought
Into a world of beauty in the heart.

What shall make trouble? Not slow-wasting pain,
Nor even the threatening, certain stroke of death;
These do but wear away, then break the chain,
Which bound the spirit down to things beneath.

CHARACTER.

So has it been since first the race began;
So must it be;—the character of man,
Objects around, in nature or in art,
Do much in moulding,—each performs its part.
Mountain, lake, forest, waterfall, the sea;
The high or low land where his home may be;
His home itself,—a palace or a shed;
The air he breathes; the soil that gives him bread;
The stock he springs from, whether weak or strong;
His early training, whether right or wrong;
His native climate, rigorous or kind;
More or less work, of muscle or of mind;
The State, the Church, together or alone;
The Ballot-box, the Altar and the Throne;—
All help the *character* of man to frame,
Yet leave his *nature* as from God it came.—*Pierpont.*

THE TOUR OF THE VIRTUES. •

BY BULWER.

[The following story is a chapter on education that must commend itself to every observer of human conduct. In our Common Schools, little is said about the nature or the practice of the Virtues, and few adults, probably, have any idea of their number, or of the real differences between them. This difference has become so confounded by the imprudent and thoughtless conduct of well-meaning persons, that Vices are often mistaken for Virtues, and the Virtues themselves look with jealousy upon each other. We wish we could put the whole of the allegory in this number, but it would occupy too large a portion of it. Ed.]

THE TOUR OF THE VIRTUES.

Once upon a time, several of the Virtues, weary of living for ever with the Bishop of Norwich, resolved to make a little excursion; accordingly, though they knew every thing on earth was very ill prepared to receive them, they thought they might safely venture on a tour from Westminster bridge to Richmond; the day was fine, the wind in their favor, and as to entertainment—why, there seemed, according to Gertrude, to be no possibility of any disagreement among the Virtues.

They took a boat at Westminster stairs, and just as they were about to push off, a poor woman, all in rags, with a child in her arms, implored their compassion. Charity put her hand into her reticule, and took out a shilling. Justice, turning round to look after the baggage, saw the folly Charity was about to commit. "Heavens!" cried Justice, seizing poor Charity by the arm, "what are you doing? Have you never read Political Economy? Don't you know that indiscriminate almsgiving is only the encouragement to idleness, the mother of vice? You a Virtue, indeed! I'm ashamed of you. Get along with you, good woman!—yet stay, there is a ticket for soup at the Mendicity Society, they'll see if you're a proper object of compassion." But Charity is quicker than Justice, and slipping her hand behind her, the poor woman got the shilling and the ticket for soup too. Economy and Generosity saw the double gift. "What waste!" cried Economy,

frowning; "what, a ticket and a shilling! *either* would have sufficed."

"Either!" said Generosity; "fie! Charity should have given the poor creature half a crown, and Justice a dozen tickets." So the next ten minutes were consumed in a quarrel between the four Virtues, which would have lasted all the way to Richmond, if Courage had not advised them to get on shore and fight it out. Upon this, the Virtues suddenly perceived they had a little forgotten themselves, and Generosity offering the first apology, they made it up, and went on very agreeably for the next mile or two.

The day now grew a little overcast, and a shower seemed at hand. Prudence, who had a new bonnet on, suggested the propriety of putting to shore for half an hour; Courage was for braving the rain; but, as most of the Virtues are ladies, Prudence carried it. Just as they were about to land, another boat cut in before them very uncivilly, and gave theirs such a shake that Charity was all but overboard. The company on board the uncivil boat, who evidently thought the Virtues extremely low persons, for they had nothing very fashionable about their exterior, burst out laughing at Charity's discomposure, especially as a large basket full of buns, which Charity carried with her for any hungry-looking children she might encounter at Richmond, fell pounce into the water. Courage was all on fire; he twisted his moustache, and would have made an onset on the enemy, if, to his great indignation, Meekness had not forestalled him, by stepping mildly into the hostile boat, and offering both cheeks to the foe; this was too much even for the incivility of the boatmen; they made their excuses to the Virtues, and Courage, who is no bully, thought himself bound discontentedly to accept them. But oh, if you had seen how Courage used Meekness afterward, you could not have believed it possible that one Virtue could be so enraged with another! This quarrel between the two threw a damp on the party; and they proceeded on their voyage, when the shower was over, with anything but cordiality. I spare you the little squabbles that took place in the general conversation,—how Economy found fault with all the villas by the way; and Temperance expressed becoming indignation at the luxuries of the city barge. They arrived at Richmond, and Temperance was appointed to order the dinner; meanwhile Hospitality, walking into the garden, fell in with a large party of Irishmen, and asked them to join the repast.

Imagine the long faces of Economy and Prudence, when they saw the addition to the company. Hospitality was all spirits; he rubbed his hands, and called for champagne with the tone of a younger brother. Temperance soon grew scandalized, and Mod-

esty herself colored at some of the jokes; but Hospitality, who was now half-seas over, called the one a milksop, and swore at the other as a prude. Away went the hours; it was time to return, and they made way down to the water-side, thoroughly out of temper with one another, Economy and Generosity quarrelling all the way about the bill and the waiters. To make up the sum of their mortification, they passed a boat where all the company were in the best possible spirits, laughing and whooping like mad; and discovered these jolly companions to be two or three agreeable Vices, who had put themselves under the management of Good Temper. So you see, Gertrude, that even the Virtues may fall at loggerheads with each other, and pass a very sad time of it, if they happen to be of opposite dispositions, and have forgotten to take Good Temper along with them.

"Ah!" said Gertrude, "but you have overloaded your boat; too many Virtues might contradict one another, but not a few."

"Voilà ce que je veux dire," said Vane; "but listen to the sequel of my tale, which now takes a new moral."

At the end of the voyage, and after a long sulky silence, Prudence said, with a thoughtful air, "My dear friends, I have been thinking, that, as long as we keep so entirely together, never mixing with the rest of the world, we shall waste our lives in quarrelling among ourselves, and run the risk of being still less liked and sought after than we already are. You know that we are none of us popular; every one is quite contented to see us represented in a vaudeville, or described in an essay. Charity, indeed, has her name often taken in vain at a bazaar, or a subscription, and the miser as often talks of the duty he owes to *me*, when he sends the stranger from his door, or his grandson to jail; but still we only resemble so many wild beasts, whom everybody likes to see, but nobody cares to possess. Now, I propose that we should all separate; and take up our abode with some mortal or other for a year, with the power of changing at the end of that time should we not feel ourselves comfortable, that is, should we not find that we do all the good we intend. Let us try the experiment, and on this day twelvemonths let us all meet, under the largest oak in Windsor forest, and recount what has befallen us." Prudence ceased, as she always does when she has said enough, and, delighted at the project, the Virtues agreed to adopt it on the spot. They were enchanted at the idea of setting up for themselves, and each not doubting his or her success; for Economy in her heart thought Generosity no Virtue at all, and Meekness looked on Courage as little better than a heathen.

Generosity, being the most eager and active of all the Virtues, set off first on his journey. Justice followed, and kept up with

him, though at a more even pace. Charity never heard a sigh, or saw a squalid face, but she staid to cheer and console the sufferer ; a kindness which somewhat retarded her progress.

Courage espied a travelling carriage, with a man and his wife in it quarrelling most conjugally, and he civilly begged he might be permitted to occupy the vacant seat opposite the lady. Economy still lingered, inquiring for the cheapest inns. Poor Modesty looked round, and sighed, on finding herself so near to London, where she was almost wholly unknown ; but resolved to bend her course thither, for two reasons : first, for the novelty of the thing ; and secondly, not liking to expose herself to any risks by a journey on the Continent. Prudence, though the first to project, was the last to execute ; and therefore resolved to remain where she was for that night, and take daylight for her travels.

The year rolled on, and the Virtues, punctual to the appointment, met under the oak-tree ; they all came nearly at the same time, excepting Economy, who had got into a return post-chaise, the horses of which, having been forty miles in the course of the morning, had foundered by the way, and retarded her journey till night set in. The Virtues looked sad and sorrowful, as people are wont to do after a long and fruitless journey, and somehow or other, such was the wearing effect of their intercourse with the world, that they appeared wonderfully diminished in size.

[Remainder in our next Number.]

THE FRUITS OF INSTRUCTION. The education of the son had been conducted from his cradle on the strictest principles of the main chance. The very first word he learned to spell was *gain*, and the first when he got into two syllables, was *money*. But for two results, which were not clearly foreseen, perhaps, by his watchful parent in the beginning, his training may be said to have been unexceptionable. One of these laws was, that, having been long taught by his father to overreach everybody, he had imperceptibly acquired a love of overreaching that venerable monitor himself,—the other, that, from his early habits of considering everything as a question of property, he had gradually come to look on his parent as a certain amount of personal estate, which had no right whatever to be going at large, but ought to be secured in that particular description of iron safe, which is commonly called a coffin, and banked in the grave.—*Dickens*.

NATURALIZATION.—A DIALOGUE.

[Written for this Journal.]

Patrick, a returned emigrant, and Michael.

Michael.—Tell me some more about that blessed country, Patrick. Sure it does me good to hear about it, if I may never partake of their hospitality. You towld me they stand waiting for us on the wharf, and board and lodge us for nothing, and work hard to intertain us, and all this is beautiful, Patrick, saving the soap and wather that you tell on, but, Patsey dear, did n't you go abroad and see the country and the paiple?

Patrick.—I did n't set fut outside of the public house for many a long month. But when the winther was over, they towld me that the State had urthered all the towns to resave me, and I must go and visit some other place, and so, you see, they giv me a suit of clothes to make me dacent like for company, and I set out to oblige the paiple of some other town.

M.—Well, what success did you mate with?

P.—Fust rate, as they say in Ameriky. I had hardly left the House of Industry, as I towld you they call the place where ladies and gentlemen are intertaind, when a smiling gentleman comes straight up to me, and shakes hands with me, as sociable like as if we had sucked the same cow. How are you, my good fellow? says he. None too well, says I, just coughing a little you see, to kape up appayrencies. Are you natheralized? says he. O yis, says I, God bless the bread and the mate and the pratees. But, are you natheralized? says he again. What do you mane? says I. Are you a vother? says he. Divil a bit of one, says I. And would you like to vote? says he. To be sure I would, says I, if 't will oblige you. I'm your man, says he, and here's an agle for you if you vote just as I tell you to. It's I that'll do the thing, your honor, says I. And what's your name? says he. Patrick McCarroty, your honor, says myself. And how do you spell it? says he. Just as your honor plazes, says I, I never quarrels about the spelling nor the rading nyther, says I.

M.—It don't affect the pronounciation, Patrick.

P.—Well, you see, he shows me a paper, and says, can you rade that? says he. To be sure I can, says I.

M.—But you can't read a word of writing or print, Patrick, and how could you chate the gentleman so.

P.—Would you have me own my blessed ignorance, when

there was no more nade of it than of taying a pig to cipher. Can you rade that paper? says he. To be sure I can, says I. Rade away then, says he. I looked at it kind of wise-like, you see, and then I said to him, will you just rade it to me, your honor, for as I'm a christhian I have no spectacles about me, not a pair of them. This is a stifficate of natheralization, says he. It belonged to Bill McGriglicnickery. Him that died last week? says I. The same, says he, but you must swear that you are Bill, says he, and that you have been in the counthry five years, says he, and then you must put in this vote, says he, and I'll giv you the blessed agle for your own, says he. I'll do it all this blessed minute, says I.

M.—Did you swear on the blessed book that you was Bill? ah, Patsy, what will become of your sowl if the priest hears on't?

P.—Sure was n't an agle twenty half dollars, and wouldn't one of them quiet the priest and lave me nineteen intil the bargain? Get into this carriage, says he, and we rode to the place where the paiple exercise the right of *suffering* as they call it, and I was introduced to the officer, you see, as Bill McGriglicnickery. The gentleman then took the stifficate, and tried to pronounce the name, but not sucsading very well, Is this your name? says he. Indade your honor may belave that, says I. You have been five years in this counthry? says he. As sure as your honor says so, was my very answer. Who are you going to vote for? says he. Divil a bit did I know, Michael, and so you see, I said, for the right man, to be sure, says I. It's the wrong vote, you have there, says he. Will you jist be after setting it right, says I. And so he gave me another, you see, and I put it intil the box, you see, and then felt in my pocket to see if the agle of the other gentleman was quiet there.

M.—And so they paid you, Patrick, to become a Native of Ameriky, did they? I'm thinking I'd like to be a native of that blessed counthry myself, true blooded Irishman that I am.

P.—To be sure, and you will. Did n't I come over to invite all the bhoys I could find to go back with me, and choose the next President for the 'mericans.

M.—Sure can't they choose a President for themselves?

P.—Not at all, they are too busy at worrk intertaining the like of us. Besides, you see, they have two great parties so matched that nyther can bate the other, and so they call on us to settle the matter agreeably between them, and we are to choose all the Presidents afther this blessed moment.

M.—I'll go, I will, right away. But, Patsy dear, I wish I could rade and write a little jist for dacency's sake, for you say they all rade and write there.

P.—Botheration! would n't that spoil all entirely? If you could rade and write at all, would n't they make you work or taiche, or do something as bad? and how could you swear that McGarrotty and McGriglicknickery was all one to you? And how could you vote to plase the gentlemen, if you could rade the vote you put in to oblige him. No, Michael dear, we must let them do all the writing and rading, and we'll do all the voting, will we.

M.—It's the manes I want, Patrick, or I'd go tomorrow.

P.—Sure have n't I the manes. The priest paid my passage both ways, you see, and he towld me over and over again to promise to pay for all the vothers I could bring; for, you see, the struggle is to be a hard one next time, and he wishes us to save the counthry by all manes.


M.—What is the religion of the 'mericans, Patsy?


P.—They're all Protestants, Michael, and have n't any. And they've no fradom at all at all, for if one of them should chate or stale, divil the bit of a priest have they to confess to. But why will I be wasting my time in talking to you, Michael, when you know all about the matter. Now go, and tell the thruth to all you mate, and let them get ready to lave owld Ireland by the first blessed vessel that sails.

Warnings generally come before punishments. It seldoms lightens when the sky is clear.

Writing is the tongue of the hand and the herald of memory; without it the hand is short and the memory false.

Our advertising sheet has delayed this number a few days, the advertisements not being all received in time. Those wishing to advertise in the next number, March 1, are requested to forward their advertisements without delay.

 All Communications, Exchanges, and Books for review, must be directed to Wm. B. Fowle, West Newton, Mass.

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